

Executive Summary

Blueprint for Academic Excellence Darla Moore School of Business AY2020-2021

Introduction

In AY 2021, we will have just completed Year 4 of the Excellence Initiative – a transformation of Undergraduate student quality and engagement. In the last year, we continued to build on enhancements to sophomore data and analytical proficiency through the Moore School Data Lab, which became fully operational in AY 2020, and continues to expand in scope. Changes to graduate and undergraduate program administration have strengthened the school leadership bench, and performance-based budgeting has added to governance quality and operational efficiency across the school. Next year, we will strengthen the PhD program following some of the recommendations of the PhD Review Committee Report completed in AY 2020.

Highlights

Freshmen average SAT scores have climbed from 2015 (1218) to Fall 2019 (1298).

In Fall 2019, 700 students registered for Business Analytics Concentration, up from 274 in Fall 2017.

Six new Alumni Hubs were opened in AY 2020, with 4 more to be added in AY 2021.

Employment outcomes for May 2019 IMBA graduates were the highest they have ever been. The IMBA class arriving in Fall 2019 was the largest (57) it has been in quite a few years.

In our specialized Master's programs, placements remain strong and enrollments are stable. UG outcomes improved. In 2019, 84% were placed at 90 days (67% in 2018), with an average salary of \$58,000 (up from \$56,100 the year before and \$52,400 in 2015).

Research remains very strong, with 5 of 7 departments ranked in top 25 worldwide for research productivity.

Peter J. Brews, Ph.D Dean
Darla Moore School of Business



UNIVERSITY OF
SOUTH CAROLINA
Darla Moore School of Business

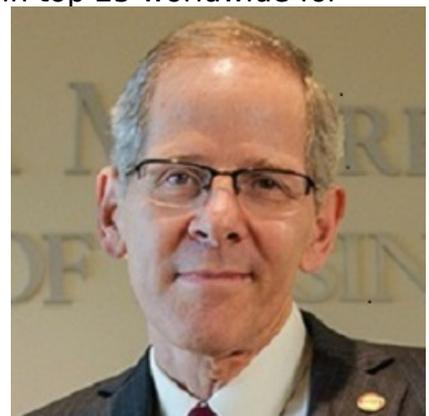


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Foundation for Academic Excellence

Mission Statement

To foster an environment where scholars work at the efficient frontier of business knowledge to provide students with leading-edge skills informed by the global marketplace.

To enable expert research and clinical faculty, supported by student services staff, to provide a world-class education for all its students. To contribute to the welfare of its students, alumni, the University of South Carolina, the State of South Carolina, and business partners located around the world.

Updated: 01/18/2019

Vision Statement

Changing lives through education.

Updated: 01/18/2019

Values Statement

Excellence - All are expected to strive for the highest standards: faculty, staff, and students. No Moore School community member should accept poor performance, from either themselves or others.

Integrity - The Moore School is a culture where accountability, honesty, transparency, humility, and respect for others, regardless of gender, color, creed, or identity, as well as ethical behavior, are foundational. Personal and organizational integrity are central Moore School values.

Teamwork - In the complex work of the 21st Century, an ability to work in teams is essential. The Moore School values a culture of collaboration and mutual support where faculty, staff, and students work together to accomplish more than any on their own might achieve. True team performance requires accountability, honesty, transparency, humility, and respect for all; only with Integrity is true team-based Excellence possible.

Resilience - The Moore School demands a strong work ethic. Resilience is critical, providing the ability to bounce back from challenge and failure. High-value work in the jobs that are coming will flow from innovation, disruption, and creativity, which often requires learning from failure to see the way ahead.

Knowledge-informed effort from both individuals and teams, sustained by resilience and done with integrity, justifies the Moore School's four core values: Excellence, Integrity, Teamwork, and Resilience.

Updated: 01/18/2019

Goals - Looking Back

Goals for the previous Academic Year.

Goal 1 - Enhancing the Moore School as a world-class research institution

Goal Statement	World-class research is central to a flagship research university, so enhancing scholarship is a key goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Make the Moore School more attractive for research, and increase salaries of most productive faculty in response to market pressures.</p> <p>Increase internal research funding and encouraging collaborative research.</p>
Achievements	<p>This goal was realized to a certain extent. We responded to offers and were able to retain most of our mobile faculty.</p> <p>We increased research funding via the Endowed Chairs stipends and research budgets.</p>
Resources Utilized	Resources came primarily from our operating funds, including summer tuition receipts. We also used funds from our foundation, the Business Partnership Foundation, from income from international programs, and from resources raised by some Centers are also applied towards faculty research.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Back

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission. Enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>FT MBA: Improve recruiting and marketing of the IMBA and 1 year MBA program.</p> <p>PMBA: Continue improving delivery by investing in technology. Maintain instructional design support and instructional development awards to enhance teaching quality. Enhance marketing and visibility of the PMBA in Charlotte. Work with Marine Base at Parris Island to offer the PMBA in this location.</p> <p>Specialized Grad: Increase MACC, MHR, and MAEcon recruiting support, and improve job placement through closer Office of Career Management (OCM) engagement with graduate program directors and administrators.</p> <p>PhD: Expand recruitment of self-funded students to improve program economics.</p> <p>UG: Implement changes in curriculum and sequencing. Implement strategies to increase rigor within both DMSB UG core and upper-level courses and increase utilization of practices/services designed to encourage student success. Devise strategies to measure increases in rigor. Expand efforts to offer distinctive experiences to top students via +1 programs and major-specific scholars program. Improve UG employability via expanding career fairs, business-specific U-101 classes, career forums for majors, mentorship programs and employability competencies measurement.</p>
Achievements	<p>We invested in the IMBA and MBA in terms of Marketing and scholarships.</p> <p>The PMBA program technology was improved, both in Columbia and at the sites around the State and Charlotte.</p> <p>The Office of Career Management worked successfully with all students to enhance placement and salaries.</p>

Goals - Looking Back

	<p>At the Undergraduate level, we implemented strategies to increase rigor, both within the core and in upper-level courses; we increased utilization of practices/services designed to encourage student success. Our collaboration with the Student Success Center (SSC) extended to 300-level classes, allowing early reporting of at-risk students. We have seen increases in referrals at all levels. The SSC, Peer Writing, and Peer Tutoring all increased their interactions with Moore School students in AY 2019.</p> <p>There were over 60 instructors covering sections monitored by Course Coordinators in AY 2019.</p> <p>We continue to devise strategies to measure increases in rigor. In AY 2019, we encouraged faculty to utilize technology to enhance accountability for reading and examinations.</p> <p>We expanded efforts to offer distinctive experiences to top students via +1 programs and major-specific scholars programs: ACCT has introduced an accelerated MACC program, MGMT an accelerated MHR program, MKTG has a Certificate in Sales Leadership developed with the National Association of Sales Professionals and offered through the Center for Sales Success. The Business Analytics concentration was taken by 300 students in AY 2019.</p> <p>Access to employers was enhanced via career fairs, career forums for majors, business-specific U-101 classes, mentorship programs and measurement of employability competencies Over 500 students attended Major Exploration Day in AY 2019. Business UNIV 101 sections were at 45 sections in AY 2019. First Year Seminar Assessments showed significantly higher scores for items related to making informed major and career choices among students in Business UNIV 101 sections compared to regular UNIV 101 sections.</p>
Resources Utilized	Resources have been made available from internal funds.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Back

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Launch IB cohort programs in Europe and the Pacific; and launch a new double degree program with Aalto University in Finland.</p> <p>Get agreement with with EMLYON (France), CUHK (Hong Kong), and Pontificia Universidad Javeriana (Colombia) for dual PhD programs.</p> <p>Engage the Folks Center more deeply on student employment issues.</p> <p>Streamline student services to provide additional study abroad experiences.</p>
Achievements	<p>We completed the launch of cohort programs for International Business in Europe and the Pacific in AY 2019. We began the new MIB double degree program with Aalto University in Finland.</p> <p>We were able to finalize agreements with EMLYON (France), CUHK (Hong Kong), and Pontificia Universidad Javeriana (Colombia) for dual PhD programs.</p> <p>We were able to begin a dialogue with the Folks Center on employer/student engagement.</p> <p>Made progress on streamlining student services to provide additional study abroad experiences.</p>
Resources Utilized	Most of these initiatives were revenue neutral, based on exchange arrangements with partners in Europe and elsewhere around the globe.
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	

Goals - Looking Back

Goal Notes	
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Goals - Looking Back

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development division, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>To expand Center Advisory Board relationships with faculty, staff, departments, and other school units, for example, the Office of Career Management, Advancement, and Office of Alumni Relations.</p> <p>To align Center activities and resources more closely with Moore School needs and activities.</p>
Achievements	<p>In AY 2019 we made progress on this Action Plan. Specifically, we have linked the activity of the Center for Sales Success to the Office of Career Management to a greater degree than before. Also, the Folks Center and Operations Center worked with the dean's office to expand internships and employment.</p> <p>We managed the budgets of the Centers more rationally and have regular meetings.</p>
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Looking Back

Goal 5 - Developing organizational resources and infrastructure critical to academic mission

Goal Statement	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
Linkage to University Goal	<ul style="list-style-type: none"> • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Office of Alumni Relations (OAR): Increase and focus OAR resources to better engage students, alumni, and business leaders.</p> <p>Office of Career Management (OCM): Increase and focus OCM resources to better serve students and programs.</p> <p>Advancement: Focus Advancement resources to work more closely internally and externally in development activities.</p> <p>Student Services: Focus Undergraduate and Graduate Student Services to better serve students.</p> <p>School-wide: Develop and implement plan to celebrate Moore School 100th and BPF 50th Anniversaries in 2019.</p>
Achievements	<p>Office of Alumni Relations: An OAR Senior Director was appointed AY 2018, and simultaneously OAR was established as a department separate from Advancement. Positions were added to support staff in AY 2019.</p> <p>In OCM, a new career coach staff member was hired in AY 2019 to serve the approximately 40 MIB students. OCM is now more closely involved with recruitment and placement of both MBA and MIB students.</p> <p>In AY 2019, the Office of Alumni Engagement set up several hubs around the nation to host major events large urban areas around the US. These have been very successful.</p> <p>In the Undergraduate Office, AY 2019 saw many staff changes and improvements.</p> <p>A Data Coordinator staff person was recruited to shift responsibilities away from the Directors through coordination of</p>

Goals - Looking Back

	<p>Degreeworks audit software into daily operational use for academic advising team members.</p> <p>A second Undergraduate Division change is the re-engineering of the Undergraduate Scholarship award process. A new online application process increased output from 250 to 600 applications, while reducing work effort considerably. A Faculty and Staff Scholarship Committee was set up to match donor criteria with students.</p> <p>Two new positions were created for recruitment: a student services person to assist the PMBA program and a CRM position to manage the application communication process for all graduate programs.</p> <p>Planning of major events associated with Moore School 100th and the BPF 50th Anniversaries began in AY 2019.</p>
Resources Utilized	<p>With the exception of the MIB career coach/placement position, job redesign and existing resources have been used to fill the positions listed above. All other expenses came from normal operating funds.</p>
Goal Continuation	<p>This is a multi-year goal and is progressing as expected.</p>
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Enhancing the Moore School as a world-class research institution

Goal Statement	World-class research is central to a flagship research university, so enhancing scholarship is a key goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	Conduct a PhD program review. And consider grant workshops and a grant boot camp. Increase BPF support.
Achievements	<p>This year we conducted a PhD program review and made recommendations for increased funding. Increase BPF support for faculty research via expanded Fellows program.</p> <p>We are still in the planning stages of conducting grant workshops and a grant boot camp.</p>
Resources Utilized	We used our normal operating funds and new funding from the BPF.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	Existing faculty and possibly limited outside and existing Center resources will be applied to accomplish these action items.
Goal Notes	

Goals - Real Time

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission. Enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>PMBA: Develop a PMBA Healthcare Concentration.</p> <p>UG: Establish a Data Lab to enhance the data proficiency of all students, ideally in the sophomore year (1,500 students). Develop online undergraduate courses to facilitate progression from freshman to sophomore, and to permit early graduation. To permit more optimal uses of scarce teaching resources, implement minimum class size rules to reduce use of temporary faculty and overload teaching.</p>
Achievements	<p>We have made progress on each plan item.</p> <p>We have in place the curriculum for PMBA Concentrations with both Public Health and Computer Science.</p> <p>The Data Lab opened early in AY 2020 and the number of undergraduate students pursuing the Analytics Concentration has increased from about 50 to over 500 by Spring AY 2020.</p> <p>The Online Task Force is meeting and agreeing on quality standards and a plan for expanding offerings both in the summer and more generally for the Business Minor.</p> <p>Minimum class size rules have made real progress in deploying faculty more efficiently, but skill mismatch still results in some small classes and overload teaching.</p>
Resources Utilized	No new resources were used; existing resources were redeployed to fund the Data Lab. We saved money by reducing overload teaching as we reduced the number of small classes.
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	
Goal Notes	

Goals - Real Time

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Develop additional 4+1 programs linked to the MIB.</p> <p>Develop additional PhD dual degree programs.</p>
Achievements	<p>We are in the process of realizing these goals, recently formulated in AY 2020.</p> <p>The MIB is making good strides in making its content more functionally based, and more relevant to employers.</p> <p>New PhD dual degree programs are in the works, awaiting clarity on the UofSC budget model.</p>
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	Resources should not be needed; we can use existing courses at the University.
Goal Notes	

Goals - Real Time

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	The Moore School operates 11 Academic Centers and an Executive Development division, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	In the current AY 2020, we plan to cultivate corporate funding for applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, and the Operations and Supply Chain Center.
Achievements	We have made progress in the goal, working with new leadership in various centers. It is a long-term goal that requires more strategic thinking.
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	This is still an area of engagement and negotiation with the Centers. There are funds available, but it is not clear what constitutes an equitable split.
Goal Notes	

Goals - Real Time

Goal 5 - Developing organizational resources and infrastructure critical to academic mission

Goal Statement	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
Linkage to University Goal	<ul style="list-style-type: none"> Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>In AY 2020, we are organizing Advancement and Alumni efforts around events associated with the 100th Anniversary of the Moore School and the 50th Anniversary of the BPF.</p> <p>Office of Alumni Engagement (OAE) is building ever more Alumni Hubs in key cities/regions around the United States to connect the Moore School and its Office of Career Management (OCM) to employers in each location.</p> <p>Advancement and OAE are working together in AY 2020 to build an online capability to expand attendance at alumni and other events.</p>
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	<p>Existing Office of Alumni Relations and Office of Career Management resources, supported by Advancement resources, are sufficient to establish the Alumni Hubs.</p> <p>Moore School resources are being used for the 100th Anniversary events in AY 2020.</p>
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Enhancing the Moore School as a world-class research institution

Goal Statement	World-class research is central to a flagship research university, so enhancing scholarship is a key goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners • Spurring Knowledge and Creation
Alignment with Mission, Vision, and Values	Directly linked to key elements of mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>To explore the possibility of acquiring software, hardware, and data for new kinds of experiments.</p> <p>We plan to establish a one-year Research Fellow prize for young faculty: it will have a stipend and perhaps a course reduction.</p> <p>We plan to enhance the website to record recent publications, presentations, and awards.</p> <p>We plan to encourage faculty to apply for grants.</p>
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	The main resource requirement would be for acquiring hardware and software for experimentation with facial recognition. This remains to be fully explored. The Research Fellow award would be modest in expense, as would the website plan.
Goal Notes	

Goals - Looking Ahead

Goal 2 - Enhancing core programs at the Moore School

Goal Statement	The Moore School offers an Undergraduate Business Program with 9 majors, 7 graduate business programs, and 2 PhDs programs. All are vital to the Moore School academic mission. Enhancing these is accordingly a vital ongoing goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>UG: Continue to develop and increase the number of students in the Data Analytics concentration.</p> <p>Increase the use and performance of the Data Lab.</p> <p>Develop online undergraduate courses to facilitate progression from freshman to sophomore, to permit early graduation, and expand the business minor.</p> <p>Continue to implement minimum class size rules to reduce use of temporary faculty and overload teaching.</p> <p>PMBA: Put the PMBA Healthcare and Computer Security Concentrations in place. Increase recruiting.</p> <p>New MASTERS PROGRAM: MSBA. Finalize the creation of the new Masters in Business Analytics program, and begin marketing it to start in Fall 2021.</p>
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	
Goal Notes	The greatest use of resources will be the investment in the new MSBA program. This will require dedicated sections and new faculty, but should turn a profit in 2023 (provided budget model is reasonable).

Goals - Looking Ahead

Goal 3 - Enhancing international programs at the Moore School

Goal Statement	Our No. 1 ranking in International Business (US News and World Report) is an important strategic asset for both the school and University. Enhancing the quality and reputation of the international programs is accordingly a vital goal.
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Spurring Knowledge and Creation • Building Inclusive and Inspiring Communities
Alignment with Mission, Vision, and Values	Directly linked to mission, vision, and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>Continue the evolution of the Master of International Business, by developing concentrations and linking undergraduate majors in Business to the program.</p> <p>Develop new cohort programs and evaluate existing ones.</p> <p>Evaluate PhD dual degree programs and decide if the effort should continue or expand.</p>
Achievements	
Resources Utilized	
Goal Continuation	
Goal Upcoming Plans	
Resources Needed	We do not plan to expand resources to make these improvements. Most courses and partners are in place or can be with little expense.
Goal Notes	

Goals - Looking Ahead

Goal 4 - Strengthening and enhancing Moore School corporate relationships

Goal Statement	<p>The Moore School operates 11 Academic Centers and an Executive Development division, most advised by Boards made up of senior executives from across the U.S. and elsewhere. Centers connect the Moore School with important external corporate stakeholders who advise on curriculum and provide research opportunities, and who engage in faculty-supervised projects that permit students to apply what is learned in class to the solution of real-time business problems. Center partners also provide internships and scholarships to students and employment to graduates. Strengthening and enhancing these corporate relationships is accordingly a vital ongoing goal.</p>
Linkage to University Goal	<ul style="list-style-type: none"> • Educating the Thinkers and Leaders of Tomorrow • Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	<p>Directly linked to mission, vision, and values.</p>
Status	<p>Progressing as expected (multi-year goal)</p>
Action Plan	<p>In AY 2021, we plan to continue efforts to cultivate corporate funding for applied research through the Riegel and Emory Board, the Folks Center Board, the Center for Executive Succession, and the Operations and Supply Chain Center.</p> <p>We also plan to make every Center financially autonomous through membership and donor plans.</p> <p>We plan to encourage Centers to offer employment and internships.</p>
Achievements	
Resources Utilized	
Goal Continuation	<p>This is a multi-year goal and is progressing as expected.</p>
Goal Upcoming Plans	
Resources Needed	<p>This should not use many resources and may result in a gain to the Moore School. Negotiations will be ongoing.</p>
Goal Notes	

Goals - Looking Ahead

Goal 5 - Developing organizational resources and infrastructure critical to academic mission (Copy)

Goal Statement	Developing and maintaining effective organizational resources and infrastructure are vital ongoing goals. World-class research, teaching, and student services all rely on outstanding facilities and organization.
Linkage to University Goal	<ul style="list-style-type: none"> Ensuring Institutional Strength, Longevity, and Excellence
Alignment with Mission, Vision, and Values	Directly linked to mission, vision and values.
Status	Progressing as expected (multi-year goal)
Action Plan	<p>We plan to continue to expand the Business Expo Fair to connect students with employers.</p> <p>The office of Alumni Engagement (OAE) will develop a wider online presence to communicate more efficiently with the alumni base.</p> <p>We plan to continue to connect the Office of Career Management (OCM) to employers in the locations served by the Alumni Hubs.</p> <p>We plan to continue our support of course coordination and the Student Success Center.</p>
Achievements	
Resources Utilized	
Goal Continuation	This is a multi-year goal and is progressing as expected.
Goal Upcoming Plans	
Resources Needed	We have the resources in the operating budget to maintain progress in the Alumni, Advancement, and Career Management areas.
Goal Notes	

Academic Programs

Program Rankings

Academic programs that were nationally ranked or received external recognition during the Academic Year.

Undergraduate Programs

#1 UG international business program in the US for 21 consecutive years (USN&WR, "America's Best Colleges," 2019). 9/9/19.

#38 UG business program (USN&WR, "America's Best Colleges," 2020). 9/9/19.

#60 UG business program (Poets & Quants). 12/18/19.

3rd largest Risk Management and Insurance program in the U.S. (Business Insurance, 2017). 12/12/17.

Graduate Programs

#74 full-time MBA program (USN&WR, "Best Graduate Schools," 2020). 3/5/19.

#22 part-time MBA program (USN&WR, "Best Graduate Schools," 2020). 3/5/19.

#1 in international business MBA specialty, in top 3 for 30 consecutive years (USN&WR, "Best Graduate Schools," 2020). 3/5/19.

#101+ Masters in Management program (Masters of International Business program) (QS, 2020). 9/26/19.

#65 US/#141-150 World Global MBA program (IMBA program) (QS, 2020). 9/26/19.

#70 US Best B-Schools (IMBA program) (Bloomberg Businessweek). 11/4/19.

Faculty Research Productivity

#1 HR research productivity (Elsevier, 2014-2017)

#3 international business research productivity, 2013-2018 (Journal of International Business Studies)

#1 international business research productivity, 1990-2017 (Journal of International Business Studies)

#7 experimental accounting research productivity (Brigham Young University, 2012-2018)

#11 marketing research productivity (UT Dallas, 2014-2018)

#12 operations management research in three main operations management journals

Academic Programs

combined (MSOM, POM, JOM, 2016-2019)

Instructional Modalities

Innovations and changes to Instructional Modalities in unit's programmatic and course offerings that were implemented during the Academic Year.

We now teach the programming software R to all students, and identify elective classes that use R to teach business analytics. Every MGSC 291 student will do a data project, helped by the new Data Lab. Internships in Management (MGMT 499) add to the internships in Economics and Business Administration already on the books. Students should have at least one internship over the course of their studies. Online education continues to expand. We offered IBUS 401 (International Finance) for the first time this summer. Other online courses include Accounting 324, Economics 222 and 224, Finance 333, Management 371, and Management Science 487. Both Management 719 and Management 722 use the flipped model, with lecture material made available asynchronously and class time used for interactive work. The Professional MBA (PMBA) program continues to provide instructional innovation grants to create new courses and improve delivery over the internet.

Program Launches

Academic Programs that were newly launched during the Academic Year; those that received required approvals but which had not yet enrolled students are not included.

The Moore School launched the new Business Analytics Concentration in Fall 2017, and it has become very popular. The concentration is now far more popular than any minor students complete outside the business school, and involves courses from all departments of the Moore School, though the Management Science Department provides the required course (MGSC 394). The Data Lab is opening in the Spring to assist in the students' data projects.

This year we launched new programs at all levels:

- New PhD Dual Degree programs
- New Masters in International Business cohort programs
- A new International MBA cohort program
- New undergraduate International Business Major cohort programs

Most departments created new courses within existing programs.

Academic Initiatives

Experiential Learning for Undergraduates

Initiatives, improvements, challenges, and progress with Experiential Learning at the Undergraduate level.

Over the last few years, the Moore School has expanded its offerings designed to encourage experiential learning for undergraduate students. The most prominent example is the Operations and Supply Chain Center (formerly GSCOM), which provides students opportunities to work on real-world problems in major corporations. Similar courses are run by the Center for Marketing Solutions, and the Center for Sales Success. These projects are capstone experiences and demand that students apply concepts and techniques mastered in class to actual business problems. Corporate funding provides for the services of a faculty lead for each student team, and also for research and travel expenses. Students are often hired by center partners; the projects serve as viable alternatives for internships.

It can be difficult to expand faculty-led consulting projects. There are faculty capacity limits, there are limits to the topics that are well-suited to such projects, and there are limits to the number of students well-positioned to participate in such projects.

Other, less intense, courses exist to provide experiences outside the class room. In Advanced Issues in Entrepreneurship (MGMT 479), teams of students work closely with a small business or new venture to develop a business plan or to analyze opportunities and strategies for growth. In the undergraduate staffing course (MGMT 405), students study staffing needs and processes at a high-growth firm and offer a set of recommendations. The investments class (FINA 472) engages students in managing a portfolio of financial assets. These classes focus almost entirely on the experiential learning activity. Other classes make use of experiential learning as a class component. This includes classes where students work on smaller projects from private or public sector organizations. Experiential learning opportunities are also provided through simulations. Examples include the capstone strategy class (MGMT 478), and also course work within the school's new sales track. Case competition classes and in the Proving Ground competition (like Shark Tank on television) provide other educational experiences with real business components.

We constantly review courses across the school's curriculum for experiential learning opportunity (ELO) designation. Four classes offered by the Management department have already been proposed for this designation: MGMT 473, 474, 479, and 499. The business capstone course MGMT 478 is being reviewed by staff at UofSC Connect to see if it may qualify for an ELO designation.

In AY 2019, we had over 1200 students participate in an internship. Our goal is to increase that substantially, either through enabling course credit for student internships or by developing ways to track students who complete non-credit summer-work experiences that meet criteria for experiential learning. The establishment of Alumni Hubs in key cities around the country, plus more focused work with Academic Centers, add to the steps taken to increase internships.

In the Moore School, select students serve as Student Ambassadors, peer leaders in UNIV 101, peer tutors or supplemental instructors through the Student Success Center, and as leaders in

Academic Initiatives

business fraternity chapters or clubs across campus. These non-credit experiential learning opportunities are very important to our students. Service learning also allows for valuable experiential learning opportunities, like the tax assistance services provided through Beta Alpha Psi. The Moore School also co-runs the Business Community Leadership Fellows program in conjunction with partner agencies of the United Way. This program requires three years of unpaid service with various United Way agencies where leadership, teamwork, and commitment are emphasized. This program is part of USC's Graduation with Leadership Distinction program.

Experiential Learning For Graduate Students

Initiatives, improvements, challenges, and progress with Experiential Learning at the Graduate or Professional level.

The International MBA (IMBA) and Master of Human Resources (MHR) programs require an internship and these are encouraged in other programs. The Office of Career Management (OCM), the Folks Center for International Business, and the Riegel and Emory Human Resources Center help provide internships, a few of which are international (although regulations abroad and the changing global business climate are making these harder and harder to obtain). IMBA students are strongly urged to take domestic internships that have a high probability of conversion into a full-time job upon graduation.

Like undergraduate students, MBA and other Masters students have the same kind of project-based learning experiences. Classes linked to the Center for Marketing Solutions, the Operations and Supply Chain Center, and the Riegel & Emory HR Center provide these. Less intensive versions of these experiences have also been included in a number of graduate courses. Several firms provided projects to student teams in courses such as MGMT 720.

The graduate Investments class asks students to engage in fund management activities by studying and recommending investment opportunities. Other courses use in-depth simulations, such as negotiation or mediation simulations.

PhD graduates usually pursue an academic career, so their teaching assignments are considered experiential learning. Funding is also available for PhD students to travel to present their research at conferences, and this support is providing very useful experiences for students as they prepare to start their scholarly careers.

Affordability

Assessment of affordability and efforts to address affordability.

Affordability of our programs is very important to the Moore School. To keep our degrees affordable we provide scholarships, restrain growth in fees; and help students obtain well-paying jobs post-graduation.

In AY 2019, we provided \$1.6M in scholarships, almost entirely from private funds donated through the BPF and the Educational Foundation. Donors are encouraged to give for such scholarships, and they are the central focus of the school's development efforts.

In AY 2020, the Moore School plans to reduce the fees associated with one of our most

Academic Initiatives

expensive graduate programs. The planned reduction may be as much as 30%. If there is resistance to this plan, it may come from the Board of Trustees, who fear the loss of revenue.

Affordability should also take into account the return on investment in education. By focusing on initiatives that will help students obtain high paying jobs (from improving data analytical skills to increasing attention to soft skills), the school is working to ensure that the costs borne by families are justified by employment outcomes.

It is important to address the student debt problem facing higher education. One reason for moving to a 4-year undergraduate program in AY 2017 was to engage freshmen early to ensure they understand the need to graduate in 4 years, if not sooner. The first cohort from the 4-year program graduates in May 2020, and it is expected that 4, 5, and 6-year graduation rates should improve notably from this time.

Reputation Enhancement

Contributions and achievements that enhance the reputation of UofSC Columbia regionally and nationally.

Fundamentally, the reputation of the Moore School depends on the excellent scholarship and teaching we provide. We constantly conduct marketing operations of various kinds. Below are some achievements in the area of reputation enhancement:

The annual Moore School Economic Outlook Conference in December is attended by business and government leaders from across South Carolina. The Moore School Division of Research provides insights into the economic outlook and forecast for the region.

The Consortium for the Advancement of Research Methods and Analysis (CARMA) Conference was held in January of 2019 and again in January of 2020. This three-day workshop brings faculty and PhD students from all over the country to learn how to use the R programming language to analyze large data sets.

The annual South Carolina CEO Summit is held in October. CEO's of "high-impact enterprise" companies identify their needs and support company growth and retention within the state.

The annual Proving Ground business plan competition has become a popular and engaging way to publicize the entrepreneurial activities of our students (and those of other colleges). Corporate sponsors donate \$50K in prizes for the winning teams.

The Moore School brings numerous C-Suite executives and global business leaders to Columbia as speakers, board members, career expo participants, and executive development and conference participants.

Moore School centers are instrumental in connecting our faculty and students with businesses around the world. These centers have more than 100 companies represented on their advisory boards, and several host annual conferences or meetings for business leaders. Centers include: Center for Advancement in Accounting, Center for Applied Business Analytics, Center for Executive Succession, Center for Operations and Supply Chain, Center for Marketing Solutions, Center for Sales Success, Faber Center for Entrepreneurship, Folks

Academic Initiatives

Center for International Business, Riegel & Emory Center for Human Resources, and the Risk and Uncertainty Management Center.

Challenges

Challenges and resource needs anticipated for the current and upcoming Academic Years, not noted elsewhere in this report and/or those which merit additional attention.

Challenges and opportunities face all institutions of higher learning and the Moore School is no different. Among our challenges are the following:

The new budget model presents a challenge, since a clear picture of how it will work is not yet available. Further, the model appears to be more variable than expected. The Moore School has higher costs in AY 2020 than ever before, so limited resources must be more efficiently applied. Between AY 2017 and AY 2019, we operated at a profit with a margin of about 6.5 - 8.5%. However, the new budget model appears to contain a 16.5% revenue tax (called a "subvention fee") that will put us at a loss. This is a major challenge.

Faculty retention is always a significant challenge, especially as the economy continues to do well. Internationally, faculty in Finance and Accounting are experiencing rapid salary growth, making it hard to retain our best faculty.

Attracting qualified MBA students is increasingly difficult. Top programs have thrived, while lesser-known programs have struggled to fill their classes. Competitors offer attractive scholarships and an array of services and experiences. Well-funded competitors in Asia and Europe continue to arise. This trend reflects a shift in interest toward specialized Masters programs -- and our MACC, MHR, and Financial/Econ programs have not suffered as much as the more general MBA. However, Business School rankings continue to elevate the MBA over other programs, making re-targeting our resources at the Masters level challenging.

Our PhD program should be bigger for pedagogical and research reasons. The marginal cost of adding another student is high. The cost may fall if the new budget model sends a large portion of the tuition revenue back to the Moore School. We are studying how many more students we may be able to bring in as a result of these changes.

Rigor in our UG curriculum could be higher. Raising it remains an important goal. The objective is to increase both math proficiency and the ability to work with data, and the challenge is to increase course difficulty without losing students. We have addressed this challenge with a system of Course Coordinators, early warning signals, and use of the Student Success Center. The Data Lab opened in late AY 2019 and will help students internalize the programming skills learned in the classroom. Early signs are encouraging. Freshmen encounter greater rigor in the foundational accounting, economics, and statistics courses early in their careers.

It is well-known that data retrieval is a major problem at the University. In an age when the analysis of big data sets has been recognized for its value, the Moore School is frequently unable to address key questions because it cannot access data in usable forms. The hope is that solutions like Helio or a similar product will soon be available.

Academic Initiatives

Classroom technology has long been a challenge. Because of the centralized nature of UTS -- and probably its small budget -- breakdowns in computers and projectors takes a long time to fix. The Moore School does invest its own funds, but is limited in what it can do as UTS owns the equipment.

The Moore School has created three highly ranked undergraduate programs. The International Business major, the Finance Scholars program, and the Operations and Supply Chain capstone project program admit fewer students than the number of applicants. Graduates from these programs find high paying jobs. Our challenge is to expand these programs, which operate at low student/faculty ratios and are costly to offer.

Faculty Population

Faculty Employment by Track and Title

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Table 1. Faculty Employment by Track and Title.

	Fall 2019	Fall 2018	Fall 2017
Tenure-track Faculty	107	103	108
Professor, with tenure	32	31	30
Associate Professor, with tenure	31	27	32
Assistant Professor	44	45	46
Librarian, with tenure	0	0	0
Research Faculty	0	0	0
Research Professor	0	0	0
Research Associate Professor	0	0	0
Research Assistant Professor	0	0	0
Clinical/instructional Faculty	68	65	66
Clinical Professor	2	2	2
Clinical Associate Professor	7	10	8
Clinical Assistant Professor	29	26	25
Instructor	3	4	5
Lecturer	27	22	25
Visiting	0	1	1
Adjunct Faculty	42	42	41

Faculty Population

Faculty Diversity by Gender and Race/Ethnicity

Note: UofSC follows US Department of Education IPEDS/ National Center for Education Statistics guidance for collecting and reporting race and ethnicity. See https://nces.ed.gov/ipeds/Section/collecting_re

Table 2. Faculty Diversity by Gender and Race/Ethnicity.

	Fall 2019	Fall 2018	Fall 2017
Gender	175	168	174
Female	58	53	54
Male	117	115	120
Race/Ethnicity	175	168	174
American Indian/Alaska Native	0	0	0
Asian	20	19	19
Black or African American	5	6	6
Hispanic or Latino	6	3	3
Native Hawaiian or Other Pacific Islander	0	0	0
Nonresident Alien	9	9	14
Two or More Races	1	2	2
Unknown Race/Ethnicity	1	0	1
White	133	129	129

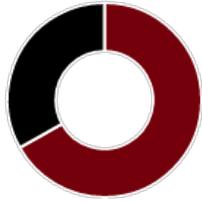
Illustrations 1 and 2 (below) portray this data visually.

Faculty Population

Illustration 1. Faculty Diversity by Gender

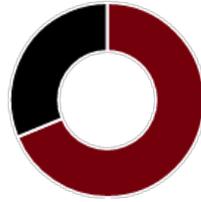
2019 Faculty Gender

Male Female



2018 Faculty Gender

Male Female



2017 Faculty Gender

Male Female

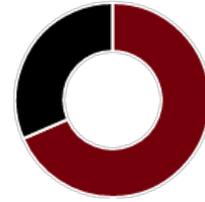
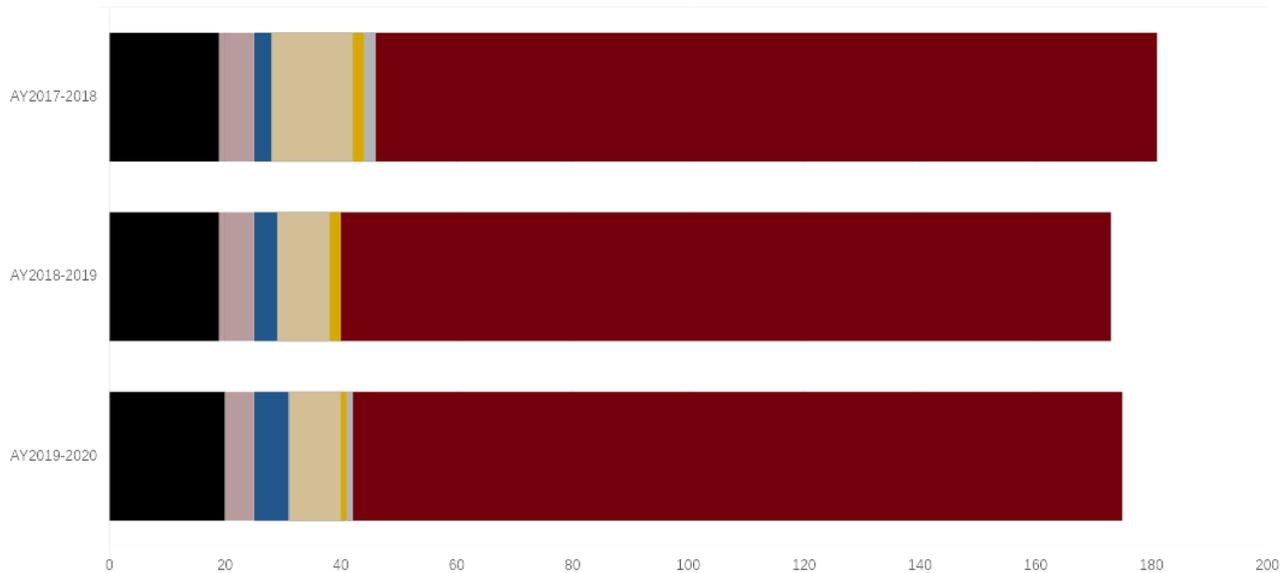


Illustration 2. Faculty Diversity by Race & Ethnicity

American Indian/Alaskan Native Asian Black Hispanic Native Hawaiian or Other Pacific Islander Nonresident Alien
Two Or More Races Unknown Race White



Faculty Information

Research and Scholarly Activity

Please refer to Appendix 3, which provides detailed information from the Office of the Vice President for Research, department of Information Technology and Data Management, including:

- 1) The total number and amount of externally sponsored research proposal submissions by funding source for the appropriate Fiscal Year.*
- 2) Summary of externally sponsored research awards by funding source for the appropriate Fiscal Year. Total extramural funding processed through Sponsored Awards Management (SAM) in the Fiscal Year, and federal extramural funding processed through SAM in the Fiscal Year. (Available at: <http://sam.research.sc.edu/awards.html>) Amount of sponsored research funding per faculty member for the appropriate fiscal year (by rank, type of funding; e.g., federal, state, etc., and by department if applicable).*
- 3) Number of patents, disclosures, and licensing agreements for three most recent Fiscal Years.*

The Moore School, like most business schools, focuses its research on publications in high quality journals. Grants play a smaller part in the measurement of success and are of lesser importance in the tenure and promotion decision.

Journal quality is highly variable, and the quality of papers within any journal can differ. Success is measured in two main ways: total citations; and the number of publications in journals that appear on certain lists. One of the most prestigious lists is that compiled by the University of Texas at Dallas (the "UTD List"), but there are only 24 journals on that list. A broader list is that prepared by the Financial Times, which contains 45 journals. Using these lists, our Marketing, Management, Management Science, and International Business areas achieve the highest ranks for scholarly output.

In the period AY 2015 – AY 2019, 63 faculty at the Moore School published a total of 87 articles in journals on the UTD List. This is about 58% of the tenure-track faculty. The most prolific author appeared 8 times; one 5 times; two 4 times; and ten at least 3 times. The average number of authors per paper with at least one Moore School faculty member is 3.33.

Taking the broader look, we see that over the same period, the Moore School faculty published a total of 425 papers, of which 359 were unique. Of these, 211 appeared in journals in the Financial Times list and 117 were published in journals on the much shorter UT Dallas list. Also, 228 were rated by Cabell's as being in the top 20% of all journals.

According to Google Scholar's citation count, in AY 2019, two of the top 10 faculty members at the University of South Carolina came from the Moore School (at #2 and #4), and two others are in the top 25.

Academic Analytics also produces measures of business school research productivity. This index does not adjust for quality, however, so there is a bias toward high volume. Looking at four measures over the period of AY 2015 – AY 2018 (articles per faculty, percent of faculty with an article, citations per article, and citations per faculty), the school's percentiles were 69%, 54%, 58%, and 62%, respectively. The group was composed of 156 institutions that published in recognized journals.

Faculty Information

Faculty Development

Efforts at Faculty Development, including investments, activities, incentives, objectives, and outcomes. Optional

In January of 2019 and again in January of 2020, the Moore School hosted CARMA -- Consortium for the Advancement of Research Methods and Analysis -- and provided scholarships for faculty to pay the registration fee. Over three days, CARMA provided workshops on the R programming language at all levels. This is very beneficial for faculty and PhD students.

The school's internal grant program for faculty research support is now above \$300,000 per year, with an emphasis on data acquisition. Private funds from two centers - the Riegel and Emory Center and CIBER - provide additional support for research across the school. In addition, departments are allocated nearly \$6,000 per research-active faculty and lesser amounts for faculty more focused on outreach and teaching. This is designed to encourage conference participation and professional development. Summer research support and course reductions for faculty who have a recent record of excellent research achievement are also provided.

In addition, in AY 2020 the school spent more than \$100,000 on data and software that can be used by all faculty. This includes the CRISP data, WRDS data, and iMotion software. The school is also considering buying Nielsen Analytics data.

Funds are provided for seminar series for each department, helping faculty develop important relationships and keep up with the latest research. Investment in the doctoral program is also an important part of faculty development, as opportunities to work with doctoral students contribute to research productivity. In AY 2019, there was a review of the PhD program. The objective of finding ways to increase the number of students and their opportunities to collaborate in research with the faculty.

Nearly \$100,000 per year for curriculum development grants for the Professional MBA (PMBA) program is also allocated every year. And every year the Center for Teaching Excellence provides several workshops on a variety of topics.

Teaching

Faculty to Student Ratio

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

The formula used to compute the ratio uses data from Faculty Population by Track and Title and Student Enrollment by Time Basis, as follows:

$$\frac{\text{(Total Full-time Students + 1/3 Part-time Students)}}{\text{((Total Tenure-track Faculty + Total Research Faculty + Total Clinical/Instructional Faculty) + (1/3 Adjunct Faculty))}}$$

Table 4. Faculty-to-Student Ratio.

	Fall 2019	Fall 2018	Fall 2017
Analysis of Ratio	01:30.9	01:31.6	1:27.8

Analysis of Ratio

Analysis of the ratio, agreement with the data, and plans for the future to impact this ratio.

As noted in previous years, the Moore School generally uses the following formula when calculating student-to-faculty ratios:

Undergraduate Headcount + Graduate Headcount (PhD Candidates Excluded) / Count of Full-Time Faculty (Adjuncts and Part-Time Faculty Excluded)

This formula is used for internal analysis, and for peer/aspirant comparisons. Using this formula, we have calculated the Moore School's student-to-faculty ratio for Fall 2019 to be 34.2. Compared to our AACSB peers and aspirants, this ratio is lower than the Fall 2018 ratios of all but one of our peers, and squarely in the middle of our aspirants' ratios.

From a high of 42.21 in Fall 2015, the Moore School is now more favorably positioned compared to our peers and aspirants. However, the increasingly competitive nature of the job market, coupled with the need to balance other mission-critical priorities, will make the maintenance of our student-to-faculty ratio more diff&

Student Recruiting and Retention

Student Recruitment

Efforts, including specific actions, to recruit students into College/School programs.

The Moore School is fortunate to enjoy strong demand for its undergraduate programs. This is especially true for International Business, but has become increasingly true for Finance, Management Science, and Accounting. As a result, we do not have to spend a lot on recruiting, though we do offer many scholarships to attract the best students. In AY 2019, \$2.5 million was granted in student scholarships to undergraduate and graduate students (\$1.3 million to undergraduates).

We participate in Scholars and Honors socials, provide content for promotional materials, conduct prospective student information sessions, give tours of the Moore School, put on receptions for DMSB students prior to university events, and use methods to contact targeted segments of the undergraduate applicant population. We also use our website to publicize our rankings and outcomes for different majors. We also put considerable effort into campus visits and Admitted Students Day events to highlight the opportunities available at DMSB.

We have invested heavily in recruitment for our graduate programs. This investment falls into three different groups. We are most focused on our full-time MBA programs (International MBA and one-year MBA). Our efforts there include require national marketing campaigns and include search advertising on Google; display advertising on Google, the Poets and Quants website, and the TopMBA website; and print advertising in selected business, airline, Peace Corps, and military magazines. We also retarget on business and news sites for those visiting IMBA/MBA pages on the Moore School website. More directly, we make use of targeted email campaigns to GMAT and GRE test takers, CRM-managed email drip campaigns, LinkedIn advertising, promoted post campaigns, MBA fairs, and online information sessions and live webinars.

For the Professional MBA (PMBA) program, we use many of the same techniques. In addition, we employ outdoor advertising in Charleston and Charlotte; airport advertising in Greenville and Charlotte; bus advertising in Greenville and Charlotte; trolley and light rail advertising in Charlotte; Chamber of Commerce memberships in Charlotte, Greenville, Charleston, and Columbia; business conference sponsorships; and live and online information sessions.

Specialized Masters programs (MHR, MIB, MACC, MAEcon) are supported in the same ways as above, but at a smaller scale. We also recruit for those programs at graduate program fairs at regional colleges and universities, and by speaking to seniors at the Moore School and other regional business schools. We also run live and online information sessions.

Student Retention

Efforts at retaining current students in College/School programs.

We began to track early performance in 200-level (Principles) core classes in AY 2017 with the purpose of identifying students who are at risk of failure. These students are referred to the Student Success Center for guidance and help with the material, and with attendance issues. At that time, we also introduced Principles level course coordinators to help make the courses more consistent and rigorous across different sections. Our undergraduate advisement team

Student Recruiting and Retention

also tracks student progress and provides guidance on what students need to do in order to meet progression requirements in the Moore School and to graduate in a timely manner. We hope to increase retention by helping students see the steps that are necessary if they are to be successful.

In the past two years we have also encouraged faculty to offer more online courses in the summer. This helps with retention by providing a way for students to complete progression requirements and raise their GPA. Another part of early outreach is accomplished via DMSB U-101 sections, Business Major Forums, and enhanced communication in freshman orientation.

Student Enrollment & Outcomes

The following data was provided by UofSC's Office of Institutional Research, Assessment, and Analytics.

Note: Student enrollment and outcomes data are calculated by headcount on the basis of primary program of student only.

Student Enrollment by Level & Classification

Table 5. Student Enrollment by Level & Classification.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate Enrollment			
Freshman	1307	1280	1273
Sophomore	1271	1225	1143
Junior	1224	1177	1308
Senior	1504	1592	1619
Sub Total	5306	5276	5343
Graduate Enrollment			
Masters	647	709	729
Doctoral	67	72	67
Graduate Certificate	0	3	0
Sub Total	714	784	796
Professional Enrollment			
Medicine	0	0	0
Law	0	0	0
PharmD	0	0	0
Sub Total	0	0	0
Total Enrollment (All Levels)	6020	6060	6139

Student Enrollment & Outcomes

Illustration 3. Undergraduate Student Enrollment by Classification

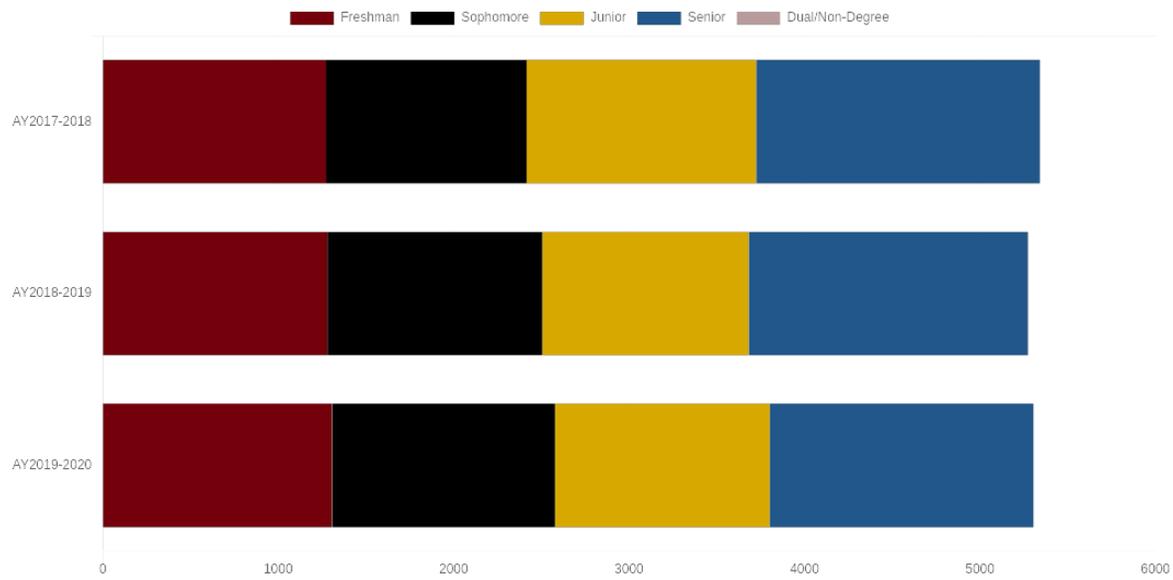
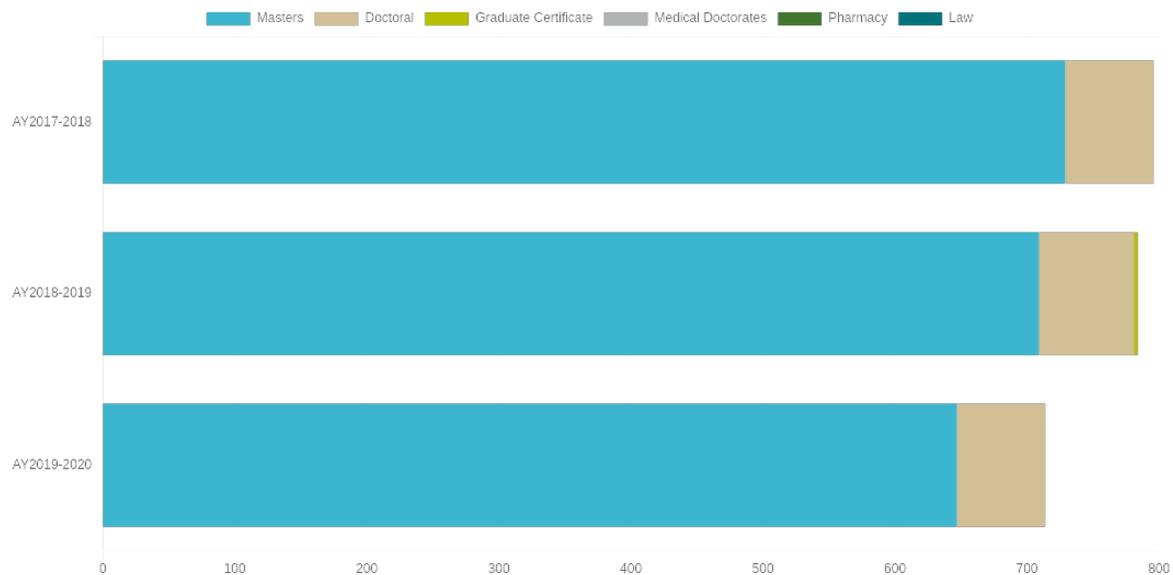
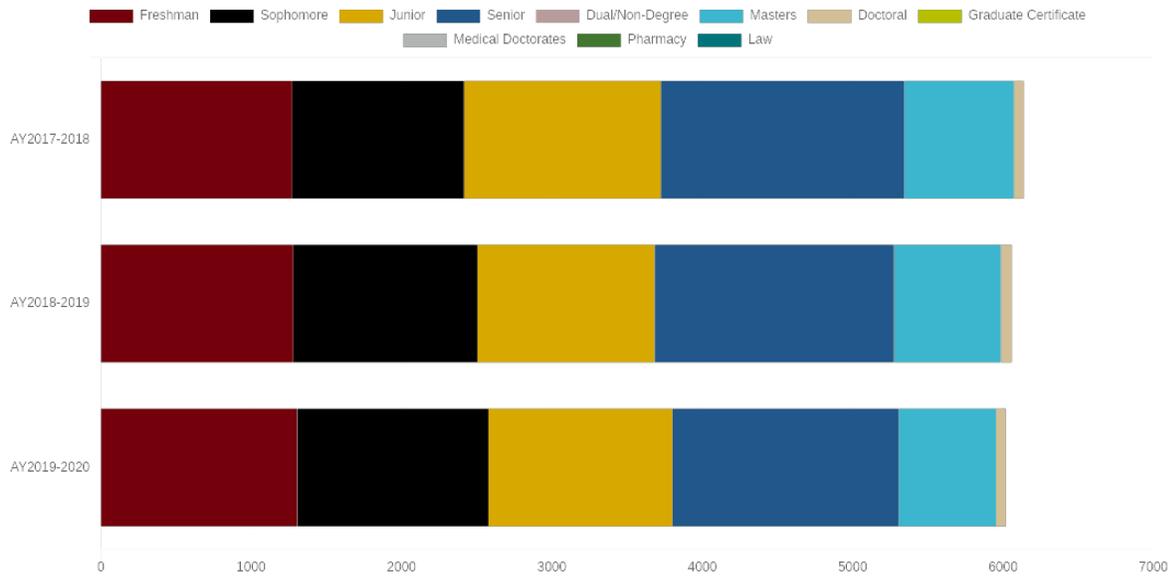


Illustration 4. Graduate/Professional Student Enrollment by Classification



Student Enrollment & Outcomes

Illustration 5. Total Student Enrollment by Classification (All Levels)



Enrollment by Time Status

Table 6. Student Enrollment by Level and Time Status.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	5306	5275	5343
Full-Time	5261	5224	5235
Part-Time	45	51	108
Graduate/Professional	714	785	796
Full-Time	495	544	558
Part-Time	219	241	238
Total - All Levels	6020	6060	6139
Full-Time	5756	5768	5793
Part-Time	219	241	238

Student Enrollment & Outcomes

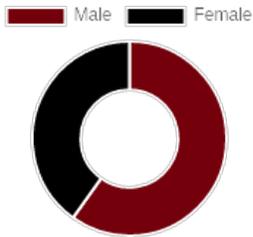
Student Diversity by Gender

Table 7. Student Enrollment by Gender.

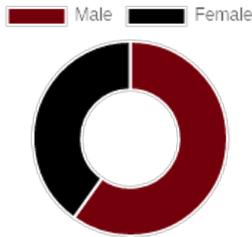
	Fall 2019	Fall 2018	Fall 2017
Undergraduate	5306	5275	5343
Female	2129	2117	2161
Male	3177	3158	3182
Graduate/Professional	714	785	796
Female	278	284	312
Male	436	501	484

Illustration 6. Undergraduate Student Diversity by Gender

2019 Undergrad Gender



2018 Undergrad Gender



2017 Undergrad Gender

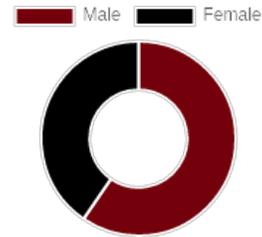
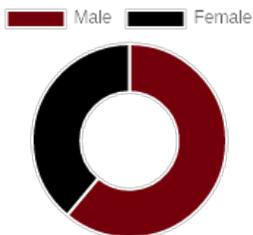
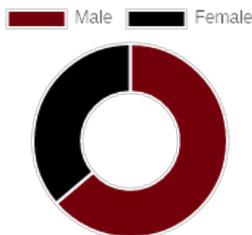


Illustration 7. Graduate/Professional Student Diversity by Gender

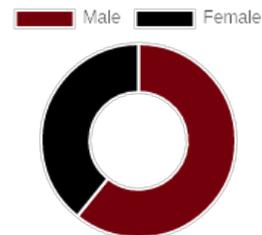
2019 Graduate Gender



2018 Graduate Gender



2017 Graduate Gender



Student Enrollment & Outcomes

Student Diversity by Race/Ethnicity

Table 8. Student Enrollment by Race/Ethnicity.

	Fall 2019	Fall 2018	Fall 2017
Undergraduate	5306	714	5275
American Indian/Alaska Native	8	5	5
Asian	162	164	164
Black or African	161	165	166
Hispanic or Latino	209	197	226
Native Hawaiian or Other Pacific Islander	3	4	4
Nonresident Alien	215	171	159
Two or More Races	169	157	140
Unknown Race/Ethnicity	40	46	63
White	4339	4366	4416
Graduate/Professional		785	796
American Indian/Alaska Native	0	1	1
Asian	22	26	23
Black or African	46	62	72
Hispanic or Latino	33	34	25
Native Hawaiian or Other Pacific Islander	1	1	1
Nonresident Alien	98	110	110
Two or More Races	11	18	19
Unknown Race/Ethnicity	11	9	5
White	492	524	540

Student Enrollment & Outcomes

Illustration 8. Undergraduate Student Diversity by Race/Ethnicity

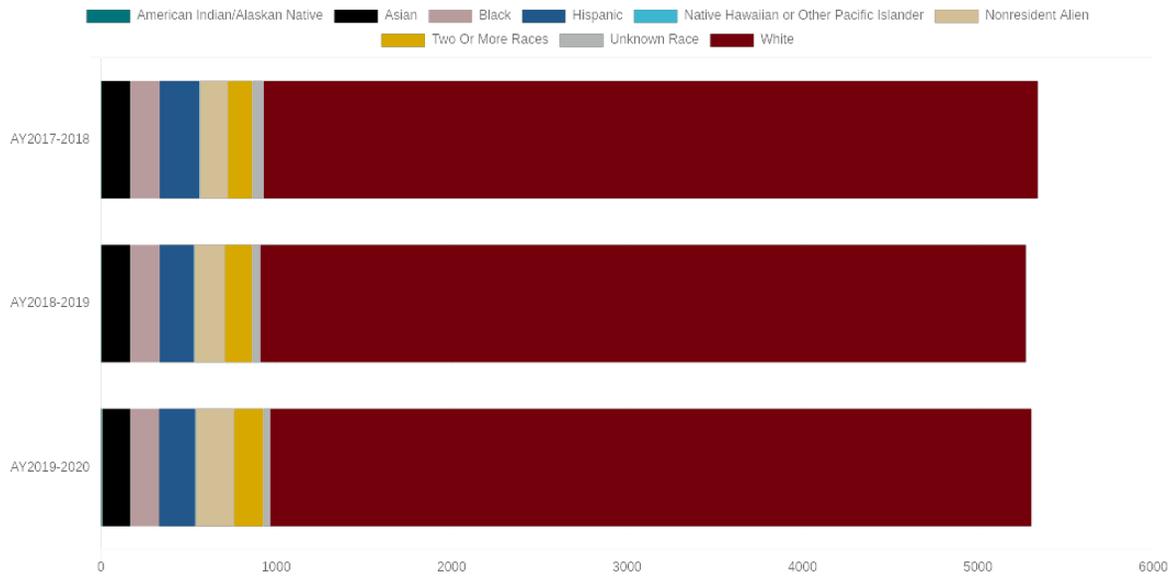
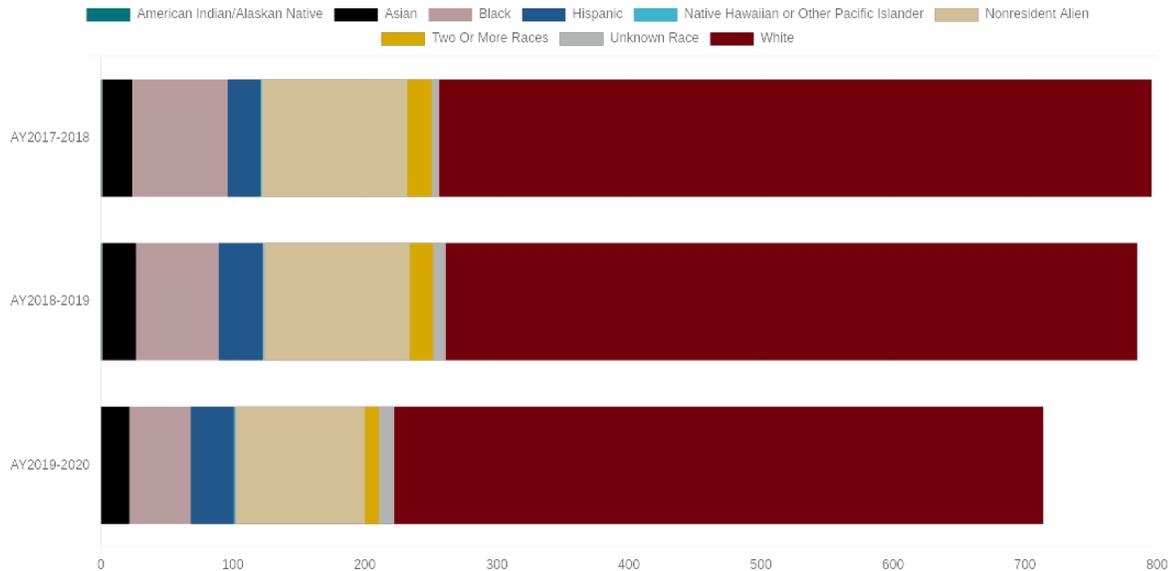


Illustration 9. Graduate/Professional Student Diversity by Race/Ethnicity



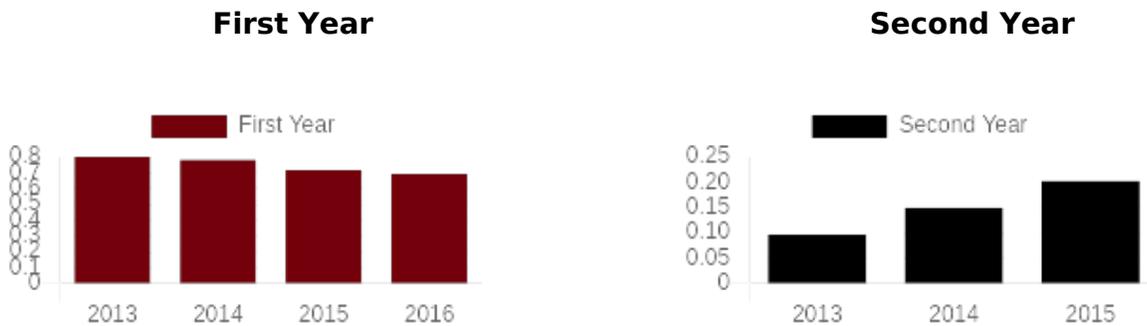
Student Enrollment & Outcomes

Undergraduate Retention

Table 9. Undergraduate Retention Rates for First-time Full-time Student Cohorts

	First Year	Second Year
Fall 2017 Cohort	73%	16.3%
Fall 2016 Cohort	69.3%	20.3%
Fall 2015 Cohort	71.9%	15%
Fall 2015 Cohort	78.3%	9.7%

Illustration 10. Undergraduate Retention, First and Second Year



Student Completions Graduation Rate - Undergraduate

Table 10. Undergraduate Graduation Rates for First-time Full-time Student Cohorts at 4-, 5-, and 6 Years.

	Fall 2011	Fall 2010	Fall 2009
4-Year Same	53.1%	48.5%	48%
4-Year Diff	10.4%	10.3%	10.5%
4-Year Total	10.4%	10.3%	10.5%
5-Year Same	61.9%	58.6%	57.2%
5-Year Diff	16.6%	17.1%	17.4%
5-Year Total	78.5%	75.7%	74.6%
6-Year Same	62.2%	58.9%	57.6%

Student Enrollment & Outcomes

6-Year Diff	17.4%	18.4%	18.6%
6-Year Total	79.6%	77.3%	76.2%

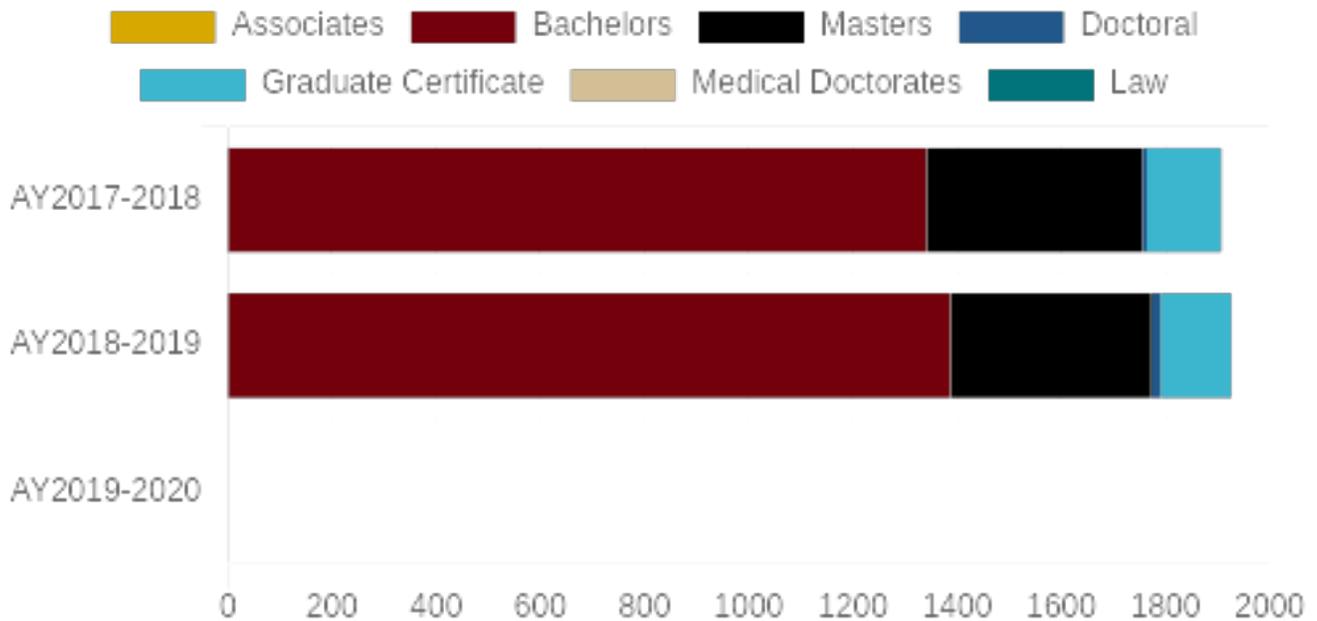
Student Enrollment & Outcomes

Degrees Awarded by Level

Table 11. Degrees Awarded by Level.

	AY2019-2020	AY2018-2019	AY2017-2018
Associates Degree		0	0
Bachelors		1387	1341
Masters		386	414
Doctoral		17	9
Medical		0	0
Law		0	0
Pharmacy Doctorate		0	0
Graduate Certificate		137	144

Illustration 11. Degrees Awarded by Level



Faculty Awards Nominations

Faculty nominated for the following awards in the categories of Research, Service, Teaching, or Other.

Research Award Nominations

Recipient(s)	Award	Organization
Guedhami, Omrane	Finalist, GWU-CIBER Best Paper on Emerging Markets	Academy of Management
Ahire, Sanjay	Finalist, INFORMS UPS Prize	Institute for Operations Research and Management Science
Pekgun-Cakmak, Pelin	Finalist, INFORMS Service Science Best Paper Award	INFORMS Service Science Section
Becerril Arreola, Rafael	Runner Up, ACM SIGMIS CPR 2019 Conference Magid Igbaria Outstanding Conference Paper Award	ACM Special Interest Group on Management Information Systems

Teaching Award Nominations

Recipient(s)	Award	Organization
Newsome, Mark	Nominated, A.G. Smith Teaching Award	DMSB

Faculty Awards Received

Faculty of DMSB were recognized for their professional accomplishments in the categories of Research, Service, and Teaching.

Research Awards

Recipient(s)	Award	Organization
Addison, John	Research Fellow	Institute for Employment Research, German Federal Employment Service
Addison, John	Research Fellow	Institute of Labor Economics/IZA, Bonn, Germany
Addison, John	Research Fellow	New York University School of Law
Addison, John	Research Fellow	CESifo Group, Munich, Germany
Addison, John	Senior Research Fellow	Rimini Center of Economic Analysis
Berger, Allen	Best Paper Award for Financial Institutions	Southwestern Finance Association
Hackney, John	Most Significant Contribution to Bank Policy	Federal Reserve, St. Louis
Kim, Hugh	Outstanding Paper Award	Allied Korea Finance Associations
Niehaus, Greg	Robert Witt Award for Best Feature Paper	American Risk and Insurance Associate
Guedhami, Omrane	Best Paper Award in Accounting	Frontier of Business Research in China Conference
Guedhami, Omrane	Best Paper Award	Southwestern Finance Association
Kostova, Tatiana	Senior Research Fellow	Nanyang Centre for Emerging Markets, Nanyang Technological University, Singapore
Kwok, Chuck	Golden Research Award	Journal of International Business Studies
Bliese, Paul	Jeanneret Award for Excellence in the Study of Individual or Group Assessment	Society for Industrial and Organizational Psychology
Maltarich, Mark	Outstanding Editorial Board	Academy of Management

Faculty Awards Received

	Reviewer	Journal
Ravlin, Liz	Outstanding Reviewer Award	Academy of Management Review
Thatcher, Sherry	Outstanding Reviewer Award	Academy of Management Review
Fiedler, Kirk	Outstanding Contributor for "Internal Audit and the Block Chain"	Institute of Internal Auditors
Lipe, Marlys	Notable Lifetime Contribution in Behavioral Accounting Literature Award	American Accounting Association

Faculty Awards Received

Service Awards

Recipient(s)	Award	Organization
Erickson, Kenneth	Two Thumbs Up Award	Office of Student Disability Services, UofSC
Tereyagoglu, Necati	Meritorious Service Award	Manufacturing and Service Operations Management Journal
Handley, Sean	Associate Editor Service Award	Journal of Operations Management
Worsham, Courtney	Two Thumbs Up Award	Office of Student Disability Services, UofSC
Skowronski, Keith	Reviewer Service Award	Journal of Operations Management
Jackson, Scott	Two Thumbs Up Award	Office of Student Disability Services, UofSC

Faculty Awards Received

Teaching Awards

Recipient(s)	Award	Organization
Ozturk, Orgul	A.G. Smith Teaching Award	DMSB
Ozturk, Orgul	Professor of the Year	DMSB
Ostergaard, Daniel	A.G. Smith Teaching Award	DMSB
Newman, Drew	Outstanding Dissertation Advising Award	American Accounting Association

Faculty Awards Received

Other Awards

Recipient(s)	Award	Organization
He, Ai	Winner, Chicago Quantitative Alliance Academic Competition	Chicago Quantitative Alliance
Ployhart, Rob	Breakthrough Leadership Award	UofSC
Mumbower, Stacey	Winning Team, INFORMS Freestyle O.R. Supreme Competition	INFORMS Annual Meeting

Alumni Engagement & Fundraising

Alumni

Substantial activities, engagements, and initiatives with alumni, focusing on relationships and activities with alumni.

Starting in 2015, the Moore School's Office of Alumni Engagement (OAE) organized eight annual alumni events that involved the Dean engaging with alumni around the country. This included six regional alumni networking receptions (100- 300 attendees) and 2 signature alumni events (400-600 attendees). The Signature events include the Shuck and Shag (DMSB Homecoming) and the Leadership Dinner & Awards Ceremony.

Total annual attendance at these events has grown since 2015. From 1400 attendees in FY2016, it rose to 1600 attendees in FY2017, 1812 in FY2018, 2296 in FY2019 and is expected to exceed 2400 in 2020.

The number of alumni engagement events increased in FY 2018, with the introduction of a new engagement program, the "Alumni Hub Network," designed to enlist leadership volunteers nationally, expand the greater Moore School alumni network, and engage with corporate partners. The number of regional events increased from six to twelve.

This academic year, the Darla Moore School of Business and the University of South Carolina is celebrating the 100th anniversary of business education at the university. As part of that celebration, the school's signature awards ceremony evolved into a Gala where one award was bestowed to the school's benefactress, Darla Moore. Additionally, a special event was planned for all enrolled students to celebrate the anniversary called the "Business Bash."

Moore Connect, the online network exclusively for Moore School alumni, was launched in September 2016, and by Spring of 2019 there were 3200+ members. This online platform is designed to connect alumni with one another, provide information about the school, and facilitate the school's Mentor Program, pairing students with alumni, and alumni with one another. In 2018, DMSB students were invited to join the platform to begin networking with alumni and seeking mentorship opportunities. Currently, the online network has +4200 alumni and students, and is expected to increase to 4500 by the end of 2020.

Development, Fundraising and Gifts

Substantial development initiatives and outcomes, including Fundraising and Gifts.

In the Fall of 2018, the Moore School undertook a major overhaul of the Development Office. The first task of the new team was the celebration of the 100th Anniversary of the Business School and the 50th Anniversary of the Business Partnership Foundation in Fall of 2019. Both occasions included several events, including a Gala Dinner and a book describing the history and progress of the Moore School. The events continue into Spring 2020.

Fundraising cultivates stewardship with successful alumni, past donors, and community and

Alumni Engagement & Fundraising

corporate leaders with a stake in the success of the Moore School and the State of South Carolina. Corporate partnerships have also been developed through collaboration with the Moore School's program/industry-based boards and centers, and through enhanced communication with the Office of Career Management. Fundraising totals for AY 2019 totaled approximately \$6 million, and those for AY 2020 are expected to exceed \$6 million.

Recent accomplishments include securing funding for a \$2 million endowment for the Continental Tire Chair Professorship in Global Operations, several faculty fellowships, an endowed chair in Finance, several scholarship funds (endowed and current support), and funding for a Sales Center. Our Folks Center has increased corporate support for scholarships and internships in International Business.

The Development Team works closely with department chairs and program and center directors to engage friends of the Moore School in ways that result in philanthropic investment. In addition, Development works with the Marketing Office of the Moore School to make the School more visible in the local and national press.

Community Engagement

Community Engagements and Community - Based Activities

Community engagement and community based research, scholarship, outreach, service or volunteerism conducted, including activities at the local, state, regional national and international levels.

The Moore School engages with the business community in a variety of ways. Our Business and Community Leadership Fellows program identifies outstanding students to work with non-profit organizations in the local community. These students collaborate with executives from the United Way and BB&T to engage in community service. They also network with and are mentored by other business and community leaders, complete the BB&T Emerging Community Leadership Development course, take the United Way Board Member Development course, and earn credit towards USC's Graduation with Leadership Distinction. This is a four-year program with detailed required projects in the community each year, many of which are student originated and led.

In the Summer of 2019 we began of a week at the Moore School for under-represented high school students. The "South Carolina Business Week" engages students in constructive activities to learn about financial, business, and entrepreneurial subjects.

Another example of engagement is the Moore School's support for the Small Business Development Center. This national organization provides technical assistance for small start-ups in the community.

Moore School faculty are often featured on local media when national issues have implications for local business.

Moore School centers link student consulting teams directly with businesses to solve real-world business problems. The students engage in meaningful service, and the companies receive valuable consulting services. For non-profit firms, these consulting service projects are often done pro bono.

Our faculty engage in a variety of volunteer activities, such as organizing a STEM summer camp for underrepresented populations; serving on the SC Agricultural Council; providing tax assistance to low income individuals; and working as an executive for the Midlands Local Food Collaborative.

The full-time MBA program also focuses on and engages in net impact activities to benefit the community. In Fall 2019, faculty, staff and MBA students participated in the first annual Impact Day. Led by an MBA core faculty, community organizations were linked with teams and MBA participants completed clean-up projects, marketing consulting projects, and operational support projects.

Community Perceptions

Community Engagement

How unit assesses community perceptions of engagement, as well as impact of community engagement on students, faculty, community and the institution.

The Business and Community Leadership Fellows (BCLF) program provides its own system for assessing the performance of the students engaged in community service. Client satisfaction surveys are used to assess student performance in the project classes, and students themselves use evaluation forms to rate the experience on their side.

The Small Business Development Center (SBDC) uses its own system to assess how well its assistance is working to help an individual company grow or get started. In many cases, we receive informal positive feedback that leads us to believe community perceptions are very positive.

Incentivizing Faculty Engagement

Policies and practices for incentivizing and recognizing community engagement in teaching and learning, research, and creative activity.

We recognize that community engagement and service is important for all educated citizens. It helps strengthen the fabric of society and promotes understanding and civility. We impress upon all business students that there is an ethical dimension to commercial activity and that success means more than just amassing wealth. We hope that both students and faculty contribute time and energy to helping those both within the Moore School and in the larger community. We have few formal incentives in place, however, beyond such moral encouragement.

Collaborations

Internal Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as internal to the University.

In AY 2018 - 2019, the University began a re-allocation of budgets under a program known as the "Excellence Initiative." The idea was to propose new cross-department research projects that would stand out for the potential impact of the work. Faculty in several Moore School departments collaborated with faculty in other colleges at USC. This included faculty from International Business, Management Science, Economics, and others.

Faculty in the Economics Department routinely collaborate on research projects and grants from Public Health and Engineering. This collaboration has resulted in publications and grants that help the University and the Moore School.

The Professional MBA program (PMBA) continues to partner with the College of Engineering and Computing to create a Graduate Certificate in Cybersecurity. We believe there is a strong demand for professionals with business administration skills combined with technical security-related skills. The graduate certificate will require completion of four graduate level courses covering data networks, cybersecurity fundamentals, cyber operations, data resource management, and big data analytics. The proposed launch is Fall 2021.

The PMBA program is also launching a Graduate Certificate in Public Health in 2021. PMBA students may complete either certificate while earning an MBA degree in the program at one of seven regional classrooms in SC and Charlotte.

Faculty in the Management Department collaborate with the College of Engineering and Computing on several projects involving entrepreneurship and innovation. Much of this work is done through the Center for Innovation and Commercialization. The Faber Center has facilitated regular information sharing and coordination of effort among faculty across campus involved in entrepreneurship, including the McNair Center. The Proving Ground Competition led by DMSB faculty, notably in Management, is a multidisciplinary effort, involving students from across campus. Management faculty are also involved with the new MS in Technology Innovation and Entrepreneurial Engineering program, launched in AY 2019. We also co-direct the NSF Innovation Corp Site for Entrepreneurship. This is a 3-day accelerator program for USC faculty, researchers, alumni, and students working on STEM-related new ventures.

Faculty from the Moore School have collaborated with the Kennedy Pharmacy Innovation Center and with faculty in the HRSM School on various projects.

Programs in International Business partner with faculty in Arts & Sciences with regard to language instruction and issues relating to culture and political institutions.

External Collaborations

Our most significant academic collaborations and multidisciplinary efforts characterized as external to the University.

Collaborations

Our faculty collaborate on research projects with faculty at universities around the world. There are too many such collaborations to list. Collaborations of this nature are essential for any university that is doing relevant research.

As for instruction, we have spent considerable resources over the years to cultivate teaching collaborations with several institutions around the world, at both the undergraduate and graduate levels. This has been the focus of the International Business Department in recent years, especially via the creation of new "cohort programs," in which students progress through a curriculum at USC and the partner school in a pre-determined manner. Currently, we have cohort programs with CUHK (Hong Kong), the University of Paris-Dauphine, the University of Mannheim, ESSEC-Singapore, and FGV EBAPE. Nearly 150 students are participating in these programs, including both USC and partner institution students.

At the graduate level, we have dual degree programs for our Master of International Business (MIB) program. Students can choose dual degree options with the University of Mannheim, ESCP, ESSEC, KOC University, and Bocconi University. Moreover, we are in the process of launching other dual degree programs with Aalto University School of Business in Finland, the Higher School of Economics in Russia, and have Articulation Agreements with the Foreign Trade University (Hanoi, Vietnam), the University de Chile-FEN (Santiago, Chile), and Sungkyunkwan University Business School (Seoul, S. Korea). We have just begun PhD Dual Degree Programs with the following institutions: Universidad de Chile (FEN - Santiago, Chile), Tec de Monterrey EGADE Business School (Monterrey, Mexico), and Em Lyon Business School (Ecully Cedex, France). We have also signed a PhD Articulation Agreement with Pontificia Universidad Javeriana (Bogota, Columbia).

Equity and Diversity Plan

Improve Under-Represented Minority (URM) Student Enrollment

While admissions and related activities are outside of the purview of the Moore School, we are aware that proactive efforts to build relationships and engage with the community will be beneficial to our efforts to attract diverse groups of students to careers in business and the Moore School. DMSB has been proactive in its efforts to collaborate with community stakeholders who advocate for and support underrepresented minority (URM) students and will continue to do so. We fully understand, however, that making significant strides in this area will require a sustained and collaborative effort to build a viable pipeline of underrepresented students. We are committed to building a pipeline of qualified and capable underrepresented students in an effort to increase diversity at the Moore School.

In an effort to build a sustainable pipeline of underrepresented students, the Moore School is championing several initiatives. One of our premier initiatives, the Rising Scholars program, continues to grow and exhibit successful outcomes. Launched in Fall 2018, the Rising Scholars program is aimed at closing the opportunity gap for underserved students.

The Rising Scholars program has retained 11 of the 19 original students in the inaugural Fall 2018 cohort, and 17 of 19 students in the Fall 2019 cohort. Both cohorts are thriving academically, having met academic progression and are also highly engaged in the campus community. A few of our former Rising Scholars have chosen to pursue careers outside of business, but most remain enrolled at the University of South Carolina. A recent survey of our Rising Scholars revealed that more than 33% of our Rising Scholars are employed and over 50% are involved in at least 1 club on-campus.

Furthermore, we are preparing to select an additional 19 students for the Fall 2020 Rising Scholars cohort from the incoming 2020 freshman class. The program provides a robust menu of programs, mentor opportunities and academic support for cohort members as well as a highly engaged community of peers. It should be noted that the Fall 2019 cohort was the first to live in an on-campus living learning community.

For 11 years, the Darla Moore School of Business has offered the Business at Moore (BAM) program to encourage and assist underserved high school students considering a post-secondary education in business education. Students come to the Moore School for a week to learn foundational information about business and entrepreneurship. The week culminates with a team competition and prizes. In 2019 and 2020, Moore's BAM program is collaborating with the SC Chamber of Commerce to extend our reach and expand capacity to impact even more high school students around our state through the South Carolina Chamber's SC Business Week program. SC Chamber's Business Week, a 32 year old program, aims to develop tomorrow's business leaders today, by educating students on entrepreneurship, leadership, and the American free enterprise system. The program is free to attend thanks to sponsors from the business community.

During the program, SC Business Week participants form mock companies lead by Company Advisors. These Advisors are volunteers who are actually leaders and managers from some of the State's most successful businesses. While at the Moore School for Business Week,

Equity and Diversity Plan

students attend workshops to learn all aspects of business and test their newly acquired knowledge. Business Week programs include sessions on personal and business finance, ethics, leadership, diversity in business and entrepreneurship with an emphasis on teamwork and leadership skills. More than half of the students who participated in SC Business Week 2019 were considered underrepresented minorities, by race.

In addition, in February 2020 we hosted our 2nd Annual African American Leadership Conference (AALC) with over 280 registered for the event, up from 130 registrants in 2019. The AALC was hosted by the Moore School's Office of Diversity and Inclusion in collaboration with the Black Business Student Association (BBSA). The conference aims to empower aspiring African American young professionals and connect them with opportunities through interaction and engagement with business and community partners. The event provides key information and resources for these students to overcome the opportunity gap and build the foundation for successful and rewarding careers.

Throughout the AALC, students are given the opportunity to expand their network, develop new skills, enhance their confidence, strengthen their purpose and refine their career goals. Attendees represented UofSC and several local HBCU's. In addition, we were joined by students from high schools in Richland 1 and 2, Fairfield County, Charleston County and York County.

We continue to explore opportunities to collaborate with the scholars who participate in the Young Black Leadership Alliance (YBLA) in Charlotte to increase engagement with underrepresented populations in an effort to expand the pipeline of underrepresented students.

Improve The Number Of Full-Time URM Faculty Across Academic Units

Faculty hiring processes reflect efforts to increase diversity within our Moore School faculty. While market availability constraints impact the number of women and underrepresented minorities available, we are committed to increasing our faculty diversity nonetheless.

In an effort to increase diversity in our faculty, the Moore School is engaging in a number of activities. Firstly, faculty search committee members and chairs were offered the opportunity to engage in search committee training. This training is instrumental in helping faculty understand the impact of bias in decision making processes in hopes that they can be more aware of their own unconscious biases.

Secondly, we are undertaking innovative ways to increase the number of underrepresented minority faculty in the marketplace, and in the Moore School. To that end, we have reallocated funding to support the creation of a fellowship for an incoming underrepresented student interested in either a Master's degree in Economics or Finance. A 2017 Survey of Earned Doctorates revealed that only 1.3% of the total PhD's awarded in 2017 were awarded to African-Americans. That is just 16 of the 1,184 total PhD's awarded. Only 2.3% were awarded to Hispanics. That said, innovative programs and initiatives are needed in order to address the dearth of underrepresented students pursuing and obtaining terminal degrees, as they are a key pipeline to faculty positions in higher education.

Equity and Diversity Plan

In addition, we previously met with UofSC's Chief Diversity Officer, Dr. John Dozier, to request funding support for this initiative from the University level. Ultimately, our goal is to provide support and resources to the candidate such that they are willing and able to ultimately earn a PhD degree. Statistics reveal very poor representation of African Americans, low socioeconomic status and blue-collar backgrounds in policy making. Hence, our goal is to increase the number of economists in the market in order to address a demonstrated deficit in this area, and in hopes that it will have a positive impact on policy decisions across a broad spectrum of identities, perspectives and concerns.

The Moore School is also part of the national PhD Project, an ongoing effort to increase the number of graduate students from underrepresented populations that enter PhD programs in Business. Again, the ultimate goal is to increase the representation of underrepresented minority faculty in institutions of higher education.

Enhance Outcomes For URM Undergraduate and Graduate/Professional Students

In keeping with our commitment to create a more inclusive Moore School community, and in response to requests from Moore School student associations, we developed a D&I certification for business student organizations as part of our Inclusive Excellence initiative. In order to earn an Inclusive Excellence certificate, the student organization must complete courses in organizational assessment, implicit biases, inclusive recruiting, and inclusive organizations.

We are also exploring ways to engage and collaborate with middle and high schools in our area. We have been in discussions with administrators at local school districts. For example, this year we invited high school students to our 2nd Annual African American Leadership Conference (AALC) and are pleased that we were able to engage with high school students from Richland One and Two, Fairfield, York and Charleston counties at the event.

The Moore School offers a variety of scholarships strictly dedicated to our URM students. In the 2019-20 academic year, we awarded almost \$400,000 to over 125 URM students.

In addition, we recently launched an Inclusive Leadership executive development certificate program for middle and upper level managers to provide participants with the knowledge needed to address current and future business challenges as they lead with inclusion in today's dynamic global business environment. The Inclusive Leadership certificate program is gaining traction, and we plan to offer it every Fall and Spring as an open program. In addition, we are exploring opportunities to deliver custom programs on-site at the location of our corporate partner(s) who are seeking to move the needle forward in their organization by training large numbers of their employees in one setting while minimizing travel expenses.

Moreover, our upper division undergraduate MGMT 408 - Diversity and Inclusion course continues to gain traction. This course has been offered since Spring 2019 and has been very well received by our undergraduate students. We have also made a commitment to provide a diversity and inclusion primer (and related activities) for our incoming Master of Human Resource (MHR) students during their new student orientation period.

Equity and Diversity Plan

Improve Post-Graduate Outcomes For URM Undergraduate and Graduate/Professional Students

We continue to focus on improving post-graduate outcomes for underrepresented undergraduate and graduate/professional students. The Moore School's Office of Career Management (OCM) is fully engaged in this effort. Looking at the last 3 years or data from our undergraduate and graduate placement surveys, we have identified the following trends. It is, however, important to keep in mind that all data is self-reported from surveys. We cannot control the number of people who complete the survey, and can only guess at whether these former students are in the upper or lower tails of the employment and income distributions. From year to year, there is often considerable variation in the results, which may well be due to changes in reporting and not underlying conditions.

Undergraduates:

By Gender:

- The proportion of female graduates has steadily increased. From 2018 to 2019, the percentage of female graduates rose from 46% to 47%.
- Female employment at graduation is slightly higher than males. Self-reported female employment rates at graduation for the last 3 years have been 38%, 53%, and 79%, respectively. These rates should be interpreted with caution since they are self-reported and the sample size varies from year to year. The comparable figures for males were 33%, 52%, and 74%.
- Female employment at 3 months is comparable to male employment at 3 months. For both groups in 2019 the rate was about 84%.
- Average starting salaries are generally comparable, with male graduates reporting higher salaries in 2017 and 2019, and females reporting higher salaries in 2018. Again, this data is self-reported and the sample sizes vary from year to year.

By Race:

- While the self-reported percentages of undergrads reporting being employed at graduation has steadily increased for all groups, URM students still lag behind white students. In the Class of 2019, 66% of URM students reported being employed by graduation, compared to 78% for white students.
- While the gap at 3 months post-graduation narrows, there is still a gap between URM and white graduates. Over 85% of white students indicate employment by 3 months, compared to 78% for URM students.
- Average salaries have increased across the board for undergrads, rising from an average across groups of \$52,425.00 to \$56,128.00. However, average salaries for URM students continue to lag behind those reported by whites by about 6% each year for the last 3 years.

Graduates:

By Gender:

Equity and Diversity Plan

- Due to relatively small graduating class sizes, it is difficult to draw any conclusions from graduate program employment data. One or two students' outcomes can have a big impact on metrics.
- However, for most graduate programs, a higher percentage of female graduates have reported being employed by graduation than males for the last 3 years.
- Average starting salaries have fluctuated by gender across programs for the last 3 years, with males having higher average salaries in one year, and females the next. Overall, salaries by gender remain fairly close, with the possible exception of the IMBA program, where male graduates tend to earn more than females.
- There is a lot more variation across the program itself (e.g. MIB vs. IMBA) than across gender within the program.

By Race:

- Employment at graduation rates for URM students for the last 3 years have been comparable to those of white students, with the exception of the MIB program, where URM students have consistently had higher rates than white students. However, this data is highly variable year-to-year for all programs.
- This remains true at the 3 month mark, with the exception of the IMBA program, where URM students have lagged 10-15% behind white students for the last 3 years.
- Average starting salaries have, for the most part, been comparable between URM and white students, if one takes the average over the three-year period. For example, for the FT MBA programs, white students in the Class of 2019 had a noticeably higher average salary than URM students, but in 2017 the opposite was true. On the other hand, URM students in the MHR program have had a higher average starting salary than white students for the last 3 years.

Increase the engagement of students, faculty, staff, administrators in Equity and Inclusion

First and foremost, regular meetings between the Associate Dean of Diversity and Inclusion (D&I) and the Dean of DMSB occur in an effort to set the strategic direction for diversity, equity and inclusion priorities and also provide status updates and reviews. Doing so also allows for opportunities to assess our impact and outcomes, revisit prior focus areas and make course correction as necessary. In addition, these meetings allow for time to celebrate successes while charting a path to address any pain points that may have surfaced. It should be noted that given DMSB's firm commitment to creating and fostering an inclusive culture, we offer a wide range of D&I programming (including workshops and activities) for administrators, faculty, staff, students and prospective students across dimensions of difference. For example, we have hosted a FirstGen Experience panel consisting of faculty, staff and students who are first generation college students. In addition, we offer training for faculty mentors, a meet and greet for underrepresented students and their faculty mentors, networking sessions for underrepresented students and DMSB administrators. We continue to

Equity and Diversity Plan

offer a robust menu of programs and initiatives in order to increase engagement amongst diverse members in the Moore School community.

Moreover, as further evidence of the Moore School's commitment to creating and fostering an inclusive culture, Dean Brews committed to providing greater support to the DMSB Office of Diversity and Inclusion through the addition of a full-time support staff member in January 2020. This staff member is able to focus on implementation of D&I efforts for students, faculty, staff and administrators. Most recently, the addition of this staff helped the DMSB Office of Diversity and Inclusion successfully plan and host the 2nd Annual African American Leadership Conference at a scale of twice the size of last year's inaugural event.

The Associate Dean of D&I at DMSB also remains actively involved at a University level in order to engage with administration, faculty, staff, students and others about topics that are relevant and topical with respect to equity and inclusion. Doing so enables her to remain abreast and aware of macro-level policies and concerns, as well as best practices in other Units. Additionally, the Associate Dean of D&I of DMSB has widely shared the University's Equity and Inclusion plan (as adopted by the BOT on March 15, 2019) in an effort to increase awareness of and gain support for equity and inclusion strategic priorities. Moreover, DMSB is closely aligning its strategic priorities in the D&I space with those outlined in the University's equity and inclusion plan.

As previously indicated, the Moore School established a Diversity and Inclusion Student Council in 2018. The D&I Council is a heterogeneous group of undergraduate and graduate students committed to building a climate of inclusion and mutual support in our Moore School community. The Council's main goals are to represent student voices as they relate to diversity and inclusion at DMSB, engage our school in constructive discussions about D&I and create a support network for likeminded individuals. Furthermore, it offers an opportunity for students from different backgrounds to develop and exercise leadership skills.

Following an organization "refresh" and restructuring in 2020, the D&I Student Council has a robust membership of students from across the DMSB community, including representatives from: 1) each of the DMSB student organizations, 2) each of the graduate programs, 3) diverse undergraduate students, and 4) DMSB Young Alumni Board. The Council provides valuable insights and perspectives relative to how students experience our DMSB community across dimensions of difference. Council members also support the programming and efforts of the DMSB Office of Diversity and Inclusion and effectively serve as ambassadors for the work that we do to advance equity, diversity and inclusion. The Council has also been successful in soliciting feedback on the state of the Moore School with respect to inclusivity and diversity.

For 2020, the Office of Diversity and Inclusion plans to offer the Safe Zone and Green Zone Ally training programs, as well as Inclusive Excellence training, on site to maximize the number of DMSB faculty, staff and students that have access to this valuable content.

Improve The Sense Of Inclusion Amongst All University Community Members

Equity and Diversity Plan

As previously indicated, the Moore School established a Diversity and Inclusion Student Council in 2018. The D&I Council is a heterogeneous group of undergraduate and graduate students committed to building a climate of inclusion and mutual support in our Moore School community. The Council's main goals are to represent student voices as they relate to diversity and inclusion at DMSB, engage our school in constructive discussions about D&I and create a support network for likeminded individuals. Furthermore, it also offers an opportunity for students from different backgrounds to develop and exercise leadership skills.

Following an organization "refresh" and restructuring in 2020, the D&I Student Council has a robust membership of students from across the DMSB community, including representatives from: 1) each of the DMSB student organizations, 2) each of the graduate programs, 3) diverse undergraduate students, and 4) DMSB Young Alumni Board. The Council provides valuable insights and perspective relative to how students experience our DMSB community, across dimensions of difference. Council members also support the programming and efforts of the DMSB Office of Diversity and Inclusion and effectively serve as ambassadors for the work that we do to advance equity, diversity and inclusion. The Council has also been successful in soliciting feedback on the state of the Moore School with respect to inclusivity and diversity.

The Moore School is also home to the Black Business Student Association (BBSA). BBSA brings together diverse DMSB and non-DMSB students to form a sense of community and engagement around business-related topics. Any UofSC student can join BBSA, regardless of their major, by writing a brief statement expressing an interest in business and the shared goals of the organization.

To further impact the University community, the 2nd Annual African American Leadership Conference was opened to both DMSB and non-DMSB students, as well as Claflin, SC State, Allen University and Benedict College in the greater Columbia area.

In an effort to increase engagement and a sense of belonging, the Fall 2019 cohort of the Rising Scholars are part of a living learning community located in South Tower. South Tower is also home to living learning communities for Journalism and Mass Communications, and the Opportunity Scholars Program. According to the South Tower Residence Life Coordinator, the Rising Scholars are highly engaged in the living learning community, and many are pursuing Resident Mentor roles for the 2020-2021 academic year.

In closing, the Associate Dean of D&I at DMSB also remains actively involved at a University level in order to engage with administration, faculty, staff, students and others about topics that are relevant and topical with respect to equity and inclusion. Doing so enables her to remain abreast and aware of macro-level policies and concerns, as well as best practices in other Units. Additionally, the Associate Dean of D&I of DMSB has widely shared the University's Equity and Inclusion plan (as adopted by the BOT on March 15, 2019) in an effort to increase awareness of and gain support for equity and inclusion strategic priorities. Moreover, DMSB is closely aligning its strategic priorities in the D&I space with those outlined in the University's equity and inclusion plan.

Concluding Remarks

Quantitative Outcomes

Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.

The data we receive from the provost, and that we collect from Data Warehouse reports never exactly match. This year, however, it was fairly close and did not cause concern.

Cool Stuff

Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.

Data is deluging business operations/supply chains, and today's jobs demand an ability to analyze this information. This year, the Moore School built on its success with the Data Lab. Unlike other business schools, the Moore School has set out to ensure that every undergraduate student leaves with data proficiency, analytic capability, and a strong grounding in a functional area of business. We will continue to stress our focus on data in AY 2021. The Data Lab provides a crucial tool to prepare every student for the complex data-driven world of the future. We are confident that our graduates will be ready for the high value jobs that are coming.

Undergraduates complete 3 quantitative courses in the undergraduate business core: MGSC 290, MGSC 291, and STAT 206. As part of MGSC 291, and through the Data Lab, every undergraduate completes a capstone project involving real-world data applied to a complex business problem. These projects expose students to basic coding in R, and other common languages, which, when combined with the analytical tools provided in their course work, enable them to clean and analyze large data sets. Teams define the problem, analyze the data, and report findings to peers. The Data Lab is now staffed 5 days a week to assist on projects. The Lab has collaborative spaces where students meet data mentors who can handle 150 student projects per semester with 5 students per team. We plan to raise this number in AY 2021. In addition, self-learning modules are accessible through the Lab, so students may acquire skills on their own. Online self-study sites like Data Camp and Lynda offer technical assistance in all major programming languages.

The Center for Sales Success (CSS) was launched in March 2018 and has been extremely popular in the years since. It offers educational, professional, and networking opportunities to students interested in sales careers. Around 50% of first jobs for undergraduates in business are sales jobs, so providing students a strong grounding in sales is extremely useful. The Center creates experiential learning opportunities for students and provides networking and engagement opportunities for partners wishing to hire Moore School undergraduates. The number of CSS Sponsors grew from 2 to 5, and over the coming year the CSS hopes to double this number to 10. Sponsors include regional and national partners, including a global information and research company. Students are currently able to complete 3 courses in Sales (Introduction to Personal Selling, Sales Strategy, and Sales Automation), and are also able to obtain the Certified Professional Sales Person (CPSP) designation offered by the NASP, the National Association of Sales Professionals. Enrollment in the sales courses has grown from 60

Concluding Remarks

to 100, with an enrollment of 200 expected by 2020.

Every Fall and Spring we run the Business Expo Career Fair in which about 100 companies come to the Moore School to recruit our students. These are nationally recognized employers from finance, insurance, transportation, construction, and general sales. Attendance at these events has risen steadily in the last three years. In AY 2020, over 130 companies and 1500 students attended the Fall event. In AY 2021, we expect 10% growth in both figures.

Appendix 3. Research & Scholarly Activity

Office of Research IT and Data Management Office

Darla Moore School of Business Summary of Awards

SAM ACTIVITY	FY2015	FY2016	FY2017	FY2018	FY2019	% Change Avg. (15-18) & 2019
Division Award Totals	3,048,893	3,117,409	2,123,030	3,870,554	3,782,957	24.4
Unit Totals						
Moore Sch – Dean's Office	300,241	279,200	279,200	279,200	654,006	129.9
Moore Sch – Div. of Research	548,131	609,588	368,500	321,780	642,500	39.1
Small Business Dev. Ctr	2,200,521	2,228,621	1,475,330	3,269,572	2,486,451	8.4
Source						
Federal	2,711,393	2,647,821	1,754,530	3,483,624	2,783,007	5.0
Private	97,500	160,000	166,000	267,780	258,000	49.3
State/Local	240,000	309,588	202,500	119,140	741,950	240.6
Proposals						
Submissions	17	19	22	17	16	(14.7)
Dollars Requested	2,979,635	4,573,282	3,699,146	8,793,768	3,104,133	(38.1)

